

DUTCH FORK ELEMENTARY

7900 Broad River Road
Irmo, SC 29063

GRADES K-5 Elementary School

ENROLLMENT 498 Students

PRINCIPAL June M. Lominack 803-732-8075

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	11	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

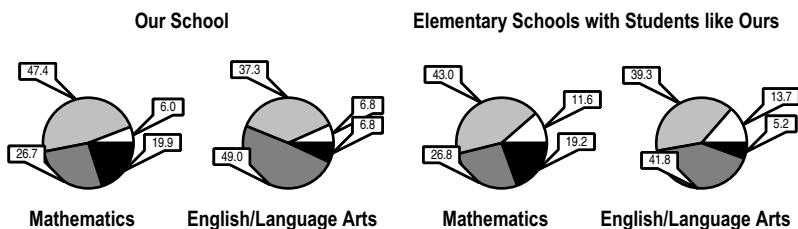
FOR MORE INFORMATION, VISIT WEBSITES AT:




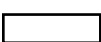
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	92	27
Percent satisfied with learning environment	100.0%	89.0%	92.6%
Percent satisfied with social and physical environment	100.0%	86.8%	61.5%
Percent satisfied with home-school relations	97.0%	93.3%	81.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	282	99.3	6.8	37.3	49.0	6.8	55.8	17.6
Gender								
Male	140	98.6	10.7	38.5	45.9	4.9	50.8	17.6
Female	142	100.0	3.1	36.2	52.0	8.7	60.6	17.6
Racial/Ethnic Group								
White	132	98.5	4.1	35.0	51.2	9.8	61.0	17.6
African-American	145	100.0	9.0	39.3	47.5	4.1	51.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	241	99.6	5.1	34.6	52.8	7.5	60.3	17.6
Disabled	41	97.6	17.1	54.3	25.7	2.9	28.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	282	99.3	6.8	37.3	49.0	6.8	55.8	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	279	99.3	6.1	37.4	49.6	6.9	56.5	17.6
Socio-Economic Status								
Subsidized meals	76	97.4	12.3	38.6	43.9	5.3	49.1	17.6
Full-pay meals	205	100.0	5.2	37.0	50.5	7.3	57.8	17.6

Mathematics								
All students	282	100.0	6.0	47.4	26.7	19.9	46.6	15.5
Gender								
Male	140	100.0	4.8	48.4	27.4	19.4	46.8	15.5
Female	142	100.0	7.1	46.5	26.0	20.5	46.5	15.5
Racial/Ethnic Group								
White	132	100.0	3.2	40.8	29.6	26.4	56.0	15.5
African-American	145	100.0	9.0	54.1	23.0	13.9	36.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	241	100.0	5.1	42.8	30.2	21.9	52.1	15.5
Disabled	41	100.0	11.1	75.0	5.6	8.3	13.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	282	100.0	6.0	47.4	26.7	19.9	46.6	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	279	100.0	6.0	47.2	26.6	20.2	46.8	15.5
Socio-Economic Status								
Subsidized meals	76	100.0	8.5	57.6	22.0	11.9	33.9	15.5
Full-pay meals	205	100.0	5.2	44.3	28.1	22.4	50.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	146	N/A	8.9	28.8	54.8	7.5	62.3
	Grade 4	120	N/A	3.3	38.3	51.7	6.7	58.3
	Grade 5	140	N/A	13.6	37.1	42.1	7.1	49.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	4.7	23.5	62.4	9.4	71.8
	Grade 4	98	99.0	7.9	40.8	47.4	3.9	51.3
	Grade 5	96	99.0	8.0	47.7	37.5	6.8	44.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	146	N/A	13.0	34.2	29.5	23.3	52.7
	Grade 4	120	N/A	4.2	26.7	30.0	39.2	69.2
	Grade 5	140	N/A	6.4	39.3	27.1	27.1	54.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	7.1	45.9	31.8	15.3	47.1
	Grade 4	98	100.0	3.9	49.4	18.2	28.6	46.8
	Grade 5	96	100.0	6.7	47.2	29.2	16.9	46.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 498)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	No change	1.8%	2.4%
Attendance rate	96.7%	Down from 97.2%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	28.2%	Down from 31.1%	28.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.6%	Up from 4.8%	6.7%	8.0%
Older than usual for grade	N/A	N/A	0.6%	1.1%
Suspended or expelled	1.4%	Up from 1.0%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Down from 65.5%	53.6%	50.0%
Continuing contract teachers	83.8%	Up from 82.8%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.4%	Down from 83.8%	87.8%	86.2%
Teacher attendance rate	95.7%	Up from 94.9%	95.7%	95.3%
Average teacher salary	\$40,724	Down 2.4%	\$41,537	\$39,909
Prof. development days/teacher	10.4 days	Up from 8.4 days	10.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio	19.1 to 1	Up from 18.3 to 1	20.5 to 1	18.9 to 1
Prime instructional time	91.9%	Down from 92.5%	91.3%	89.7%
Dollars spent per pupil*	\$5,869	Up 10.9%	\$5,778	\$5,892
Percent spent on teacher salaries*	68.6%	Down from 68.9%	67.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Children learn best in an environment that affirms, values, and provides meaningful and challenging academic experiences. The staff at Dutch Fork Elementary School remains committed to this concept as we work to challenge students academically and introspectively. Our motto, "Learning is a Discovery Process," reaffirms our commitment to strive for excellence by providing instruction through imagination, investigation, and evaluation.

Our students participated in a variety of service learning projects such as student council, school-wide broadcast announcements, safety patrol, recycling, and peer tutoring. Whenever necessary, certified teachers provided extra assistance to our third-, fourth-, and fifth-grade students through a Math Bridges program and after-school tutoring program. Writing across the curriculum was a focus for all staff this year. Author Helen Lester visited our school and encouraged our young "authors" in the craft of writing. Under the direction of Noel Fuoto, the art teacher, our young artists' works were displayed throughout our school, at the district office, at the state fair, and at two local banks. Hope Worldwide provided a Saturday academy.

We are proud to have been named a Red Carpet School by the South Carolina Department of Education. This award recognizes us as a community-friendly school with an attractive campus and a welcoming environment. We were also the recipients of the Palmetto Gold Award for outstanding achievement.

In addition, our School Improvement Council reaffirmed their commitment to remain proactive in support of initiatives designed to enhance educational quality. They participated in the district strategic planning and action teams and designated funds acquired through the Palmetto Gold Award to purchase books and reference materials to enhance our library media center. They facilitated the district-wide initiative to recognize our vital school history by adding the phrase "Historic Richlex-Rosenwald School Site" to the face of the school building.

Our teacher of the year was named a finalist for District Teacher of the Year and the PTO worked to beautify our courtyard and raise money to purchase nonfiction books for our library media center and classrooms. Parent and community volunteers logged 7,650 hours during the school year.

We are proud of our school, students, parents, staff, and community. We invite you to visit our school and be a participant in all of the exciting activities that we have to share with you.

June Lominack, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.